

Analysis of Variance Reporting (2021)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Writing 1 - Year 3/4

Strategic Aim:

Our students become self-directed learners through teaching and learning programmes that enable them to achieve their full potential

Annual Aim:

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

Target:

In 2021, we will target **16 Year 4** children so **at least 25% (4 children)** of the target group will move from achieving **below** the expected curriculum level to achieving **at** the expected curriculum level by the end of Year 4

Baseline Data: Analysis of National Standards Data from 2020

- 22% (15) children in Year 4 were achieving below and 1% (1) well below the expected curriculum level for Writing at the end of 2020.
- 16/67 children below/well below
- In the target group:
 - 7/16 are ESOL
 - 3/16 have had RTLB interventions
 - 1/16 is on the waitlist for RTLB intervention

Data from End of 2020: https://docs.google.com/document/d/1LP3P5wIHAmtnmZjQx4QMIRKe_L5Z68tXvyJ6RtwTfN0/edit

Organisation and learning environment:

- Learning Support Assistants
- Spiral Dictionaries
- Writing Book - Sheena Cameron

Strategies:

- Using Sheena Cameron/Louise Dempsey teaching approach
- Guided writing groups
- Planning practice - Teaching children how to plan
- Sheena Cameron writing lesson workshops



- Shared writing through a shared text
- A week to craft a piece of writing
- Targeted small groups with similar needs instead of whole class teaching
- Using Sheena Cameron resource - The Writing Book
- Colourful Semantics with LSA

Assessment:

e-asTTle Writing Program

- Word Bank with teacher - 5 minutes
- Planning - 5 minute
- Writing - 40 mins
- Editing - 5 mins

Parental Involvement:

- Termly check ins
- Steps Webs spelling programme

Staff Professional Learning:

- Visit a school that has got good examples of helping struggling writers
- PD around struggling writers - visiting writers

Outcomes: (What happened?)

- Target was not met (due to Covid 19 Lockdown)
- Based on Mid Year data, 1 child had met the End of Year expectation at Mid Year

Reason for the Variance: (Why did it happen?)

- We are reporting on the students who have already met the End of year expectation, as opposed to a prediction of their future success.
- More students probably have met target but we will not know until they are assessed in 2022

Evaluation: (Where to next?)

- Assess students at the beginning of next year
- Work out which children need to stay as Targets and reset targets
- Some targeted students will be able to move out of the target group
- Look at Maori student achievement also as an add on for 2022

Planning For Next Year: Look at Maori students and reset targets, including some students again.

Analysis of Variance Reporting (2021)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Writing 2 - Year 5/6

Strategic Aim:

Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential

Annual Aim:

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

Targets:

In 2021, we will specifically target the **17 students** in **Year 5** who are achieving below in writing so that **8 students** move from **BELOW to AT** the expected curriculum level by the end of the year, bringing the achievement from **74% up to 86%** achieving at or above.

Baseline Data: Analysis of National Standards Data gathered at the end of 2020

- 14% (9) Year 6 students were achieving below the expected curriculum at the end of 2020.
- 26% (17) Year 5 students were achieving below the expected curriculum at the end of 2020.

Data from End of 2020: https://docs.google.com/document/d/1LP3P5wIHAmtnmZjQx4QMIRKe_L5Z68tXvyJ6RtwTfN0/edit

**Writing Actions:
(What did we do?)**

Organisation and learning environment:

Begin the year with own class to set individual writing goals
Always conference with own homegroup so that students are moving forward with writing goals
Workshop across team to utilise teacher expertise and interest for students
Quiet focused writing time encouraged

Strategies:

Increased quick writes and helping circles
Engaging boys in Writing - Game of Awesome with TA
Working on surface features (punctuation)
Using StepsWeb frequently within our Writing program
Authentic tasks for Writing
Making sure the children are aware of their next steps (goal cards)
Keeping the balance between devices and handwriting
Explicitly teaching typing skills

Assessment: Formative and Summative:

Collect teacher observational data Term 1 and set writing goals
Writing sample end of Term 1 analysed and moderated
Teacher observational data Term 2 and continued writing goals
Writing sample end of Term 3 analysed and moderated
One moderated sample shared each term

Parental Involvement:

All parents contacted and informed
Term 2 student led conferences
Writing goal cards shared

Staff Professional Learning:

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Outcomes: (What happened?)

- Target was not met (due to Covid 19 Lockdown)
- Based on Mid Year data, 6 children had met the End of Year expectation at Mid Year
- 83% are now achieving at or above the expected level

Reason for the Variance: (Why did it happen?)

- We are reporting on the students who have already met the End of year expectation, as opposed to a prediction of their future success.
- More students probably have met target but we will not know until they are assessed in 2022
- Continued focus on quick writes and specific writing goal cards so students have small writing goals to achieve

Evaluation: (Where to next?)

- Assess students at the beginning of next year
- Work out which children need to stay as Targets and reset targets
- Some targeted students will be able to move out of the target group
- Look at Maori student achievement also as an add on for 2022

Planning For Next Year: Look at Maori students and reset targets, including some students again.

Analysis of Variance Reporting (2021)

St Joseph's Catholic School Takapuna

School Number: 1498

Focus: Mathematics 1 - Year 5/6

Strategic Aim:

Our students become self directed learners through teaching and learning programmes that enable them to achieve their full potential

Annual Aim:

Support all students, particularly Children with identified needs and ESOL, to progress with their learning and achieve their full potential

Targets:

In 2021, we will specifically target the **13 students** from **Year 5 & 6** who are achieving below in maths so that **4 students** move from **BELOW to AT** the expected curriculum level by the end of the year.

Baseline Data: Analysis of National Standards Data gathered at the end of 2020

- 9% (6) children in Year 5 were achieving below the expected curriculum level for maths at the end of 2020.
- 13% (8) children in Year 6 were achieving below the expected curriculum level for maths at the end of 2020.
- 1 Year 5 child has left the school

Data from End of 2020: https://docs.google.com/document/d/1LP3P5wIHAmtnmZjQx4QMIRKe_L5Z68tXvyJ6RtwTfN0/edit

**Mathematics Actions:
(What did we do?)**

Organisation and learning environment:

Teachers to plan Number knowledge into weekly programme

Teachers make groupings fluid so children's gaps are filled through workshops

Teachers takes own homegroup students so learning is tracked carefully

Materials organised for each pod

Use of Kakariki site to share resources

Strategies:

Focusing on filling gaps in students Number Knowledge

Basic facts and place value to begin with

Number sequence and fractions next focus

Making sure the children are aware of their next steps

Have the Number knowledge up large as posters in the room so the children can work through the stages themselves and check they have the knowledge

Using materials in every lesson

Move through imaging and number properties in each lesson

Keep it simple and not over complicated when teaching strategies

Have strategies visually on the wall for children to refer to

Play with mixed ability grouping and problem solving to allow children to learn from each other

Assessment:

Gloss testing beginning of year and end of year

Number knowledge testing online - students track their scores

Teachers formatively tracking students

Ability and mixed ability grouping

Parental Involvement:

All parents contacted and informed

Term 2 student led conferences

Staff Professional Learning:

Maths PD - whole staff

Outcomes: (What happened?)

- Target was not met (due to Covid 19 Lockdown)
- Based on Mid Year data, 1 child had met the End of Year expectation at Mid Year

Reason for the Variance: (Why did it happen?)

- We are reporting on the students who have already met the End of year expectation, as opposed to a prediction of their future success.
- More students probably have met target but we will not know until they are assessed in 2022
- Continued focus on number knowledge for lower ability students and increased collaborative work in mixed ability groups is a must

Evaluation: (Where to next?)

- Assess students at the beginning of next year
- Work out which children need to stay as Targets and reset targets
- Some targeted students will be able to move out of the target group
- Look at Maori student achievement also as an add on for 2022

Planning For Next Year: Look at Maori students and reset targets, including some students again.